

**THE INFLUENCE OF USING ROLE PLAY TOWARDS STUDENTS'
SPEAKING ABILITY AT THE EIGHTH GRADE OF MTs RIYADHUL
MUBTADI' IEN WAYLIMA PESAWARAN IN 2017/2018
ACADEMIC YEAR**



(A Thesis)

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

by

Novi Ahsana

NPM : 1011040086

Advisor : Iwan Kurniawan, M.Pd

Co Advisor : Iis Sujarwati, M.Pd

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN
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ABSTRACT

THE INFLUENCE OF USING ROLE PLAY TOWARDS STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADE OF MTS RIYADHUL MUBTADI' IEN WAY LIMA PESAWARAN IN 2017/2018 ACADEMIC YEAR

By:

Novi Ahsana

In teaching and learning process in the class there are a lot of students who find some difficulties in learning English. One of difficulties that the students find in English teaching learning activity is the low especially of speaking ability. This research is about the influence of using role play towards students speaking ability at the eight grade of MTs Riyadhul Muhtadi'ien Way Lima Pesawaran in 2017/2018 academic year. In this research the researcher want to know how well the eight grade of MTs Riyadhul Muhtadi'ien Way Lima Pesawaran master the language skills, especially the mastery of speaking.

In this research, methodology of research was quasi experimental design. This design uses pre-test to find out students' initial ability before the treatment. The populatio of this research was eight grade students of MTs Riyadhul Muhtadi'ien Way Lima Pesawaran. The researcher applied random sampling to determine the sample. The samples taken were two classes, VIII A and VIII C which consisted of 60 students in each class. In collecting data, the researcher used instrument in the form of oral test, performing dialogue. The instrument was used for pre-test and post-test. After being given post-test, the researcher then analyzed the data.

The result of the research indicates that there is a significant influence of using role play towards students' speaking ability at the eight grade of MTs Riyadhul Muhtadi'ien Way Lima Pesawaran. It is provide by the result of statistical calculation using t-test formula. It is obtained that P_{value} was 6.12, while the critical value of $t_{critical}$ at degree of significant 6.49. Because $H_o (P_{value})$ is lower than $H_a (P_{value})$, the use of using role play towards students' speaking ability had significant influence.

Keyword: Speaking Ability, Role Play, Quantitative Research



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung ☎ (0721) 703289

APPROVAL

**Title : THE INFLUENCE OF USING ROLE PLAY TOWARDS
STUDENTS' SPEAKING ABILITY AT THE EIGHT
GRADE AT MTs RIYADHUL MUBTADI'EN WAY
LIMA PESAWARAN IN 2017/2018 ACADEMIC YEAR**

Students' Name : NOVI AHSANA

Students' Number : 1011040086

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

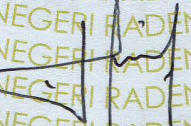
APPROVED

**To be tested and defended in examination session
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University
Lampung**

Advisor,


Iwan Kurniawan, M.Pd
NIP. 197405202000031002

Co-Advisor,


Iis Sujarwati, M.Pd

**The Chairman of
English Education Study Program**


Meisuri, M.Pd
NIP. 198005152003121004



KEMENTERIAN AGAMA RI

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarama Bandar Lampung ☎ (0721)703289

ADMISSION

A thesis entitled: THE INFLUENCE OF USING ROLE PLAY TOWARDS STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADE AT MTs RIYADHUL MUBTADI'EN WAY LIMA PESAWARAN IN 2017/2018 ACADEMIC YEAR, by: Novi Ahsana, NPM: 1011040086, Study Program English Education has been tested and defended in the examination session held on: Thursday, June 6th, 2018.

Board of Examiners:

The Chairperson

: Meisuri, M.Pd


(.....)

The Secretary

: Dian Reftya Wati, M.Pd


(.....)

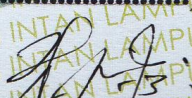
The First Examiner

: Agus Hidayat, M.Pd


(.....)

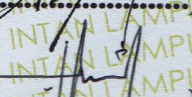
The First Co-Examiner

: Iwan Kurniawan, M.Pd


(.....)

The Second Co-Examiner

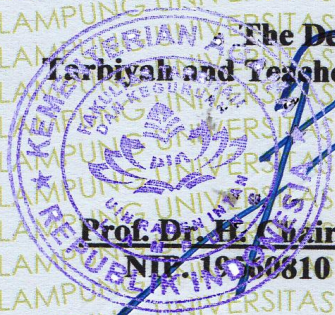
: Iis Sujarwati, M.Pd


(.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Cahzil Anwar, M.Pd

NIP. 19560810 198703 1 001



MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“Allah will raise those of you who have faith and those who have been given knowledge in rank, and Allah is well aware of what you do.”

(Chapter Al-Mujadilah: verse 11)¹



¹ Maulawi Sher Ali, *The Holy Qur'an Arabic Text and English Translation* (Islam Abad: Islam International Publications, 2004), p.531

DEDICATION

This thesis is fully dedicated to:

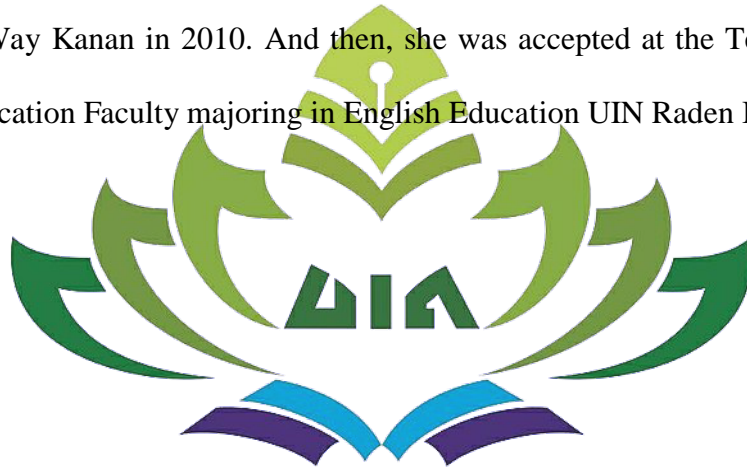
1. My beloved parents, Mr. Paijo and Mrs. Suratmi.
2. My beloved brothers, Sholihin and Suwandi Waluyo.
3. My beloved grandfathers and grandmothers, Minarto Ramlan, Tini, Tukiyar and Samini.
4. My beloved big family Mr. Minarto Ramlan and Mrs. Tini, Mr. Tukiyar and Mrs. Samini.
5. My beloved bestfriends.
6. My great Almamater UIN Raden Intan Lampung, English Education and all people who support me to finish this thesis.



CURRICULUM VITAE

The researcher's name is Novi Ahsana. She was born in Argomulyo, Banjit, Way Kanan, December 08th, 1992. She is the first child of the happy couple, Mr. Paijo and Mrs. Suratmi. She has a brother Suwandi Waluyo.

The researcher joined elementary school at TK Darmawanita Argomulyo, Banjit, Way Kanan in 1997. SD Negeri 1 Argomulyo in 1998. Having graduated from elementary school in 2004, she went to MTs GUPPI Banjit Way Kanan and graduated in 2007. Three years later, she completed her study at MA GUPPI Banjit Way Kanan in 2010. And then, she was accepted at the Teacher Training and Education Faculty majoring in English Education UIN Raden Intan Lampung.



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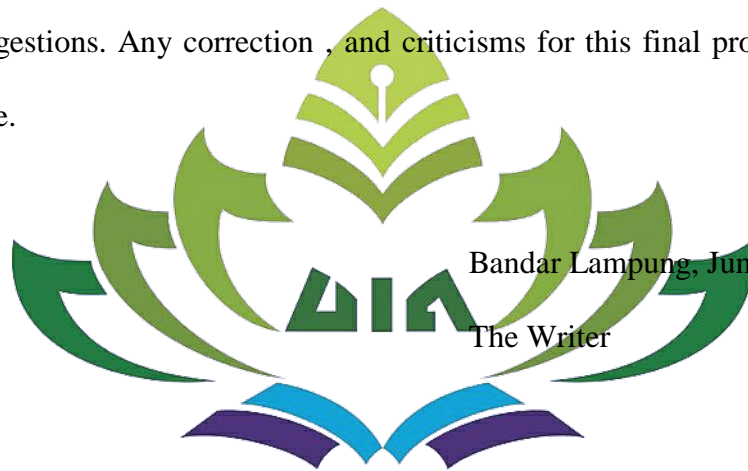
In the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent, for blessing the researcher with His mercy and guidance to finish this thesis. Peace and salutation is extended to our prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “The Influence of Using Role Play Towards Students’ Speaking Ability at the Eight Grade of MTs Riyadhul Mubtadi’ien Way Lima Pesawaran in 2017/2018 Academic Year” is submitted as compulsory fulfillment of the requirements for S1-degree of English Education study program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung. When finishing the thesis, the researcher has obtained so many helps, supports, assistances, and many valuable things from various sides. Therefore, the researcher would sincerely express her gratitude:

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Finally, nothing is perfect and neither is this final project. The researcher realizes this thesis still far from perfect, so the researcher expects constructive criticisms and suggestions. Any correction , and criticisms for this final project are always welcome.



Bandar Lampung, June 06, 2018

The Writer

Novi Ahsana

1011040086

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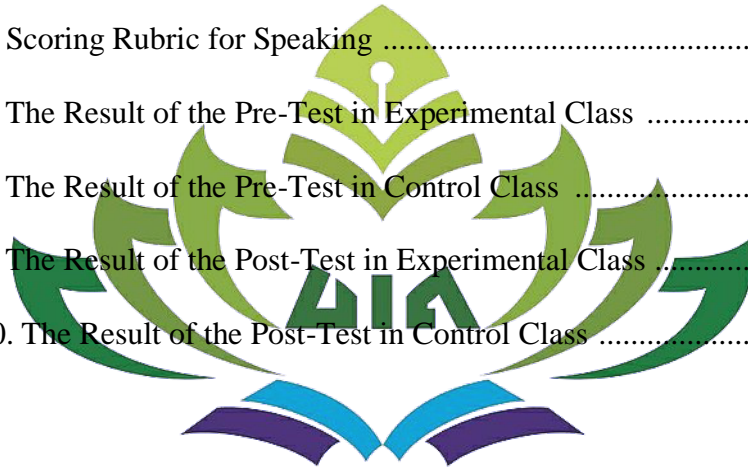
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CHAPTER I

A. Background of the Problem

Every country in the world has its own language, which is used by the people to do communication but we need one language which can be used by all the people in the world. The language that we need to communicate with people all over the world is English. Because English has become an international language that is used in many countries around the world. English also becomes more important in the world because it is always used in the international communications such as business, banking, tourism, technology and etc. English also plays the important role in globalization era because English is used to fulfill the relationship and to develop the quality of human resource.

Basically, there are four skills required in English teaching learning program they are reading, speaking, listening and writing. These skills, speaking is one of the most important skill in language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others.¹ In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently. It is stated by British Council's report that more than two billion people use English to communicate. Some people

¹ Scott Thornbury, *How to Teach Speaking* (Edinburg: Pearson Education Limited, 2002), p.1.

often think that the ability to speak a language is the product of language learning. They assumed that speaking is a crucial part of language learning process.

Considering the importance of English, the Indonesian government has recommended its people to be able to communicate in English both spoken and written. In our country, speaking is oral communication which is one of language competence that is taught at school, besides the written one. Speaking is also called productive skill, because everything which has been read and listened can be expressed through speaking.

In learning speaking, students may have difficulties in learning it. Based on the preliminary research in MTs Riyadhul Mubtadi'ien Way Lima, the researcher conducted an interview with the English teacher there.² The teacher's name is Mrs. Fitriya Sari, S.Pd, the researcher found that the students are still unable to speak English well, and they are also still unable to practice their English in the classroom, then less of the teacher's technique varieties in teaching speaking. It was found the students have difficulty in speaking English.

From the interview, it can be seen that the teacher taught the students only by using dialog memorization and based on the workbook. The researcher gets the data of students' speaking test from the English teacher. The test was about conversation or dialogue in the book. The students' score of speaking can be seen in the following table.

² Fitriya Sari, *Interview the English Teacher* (MTs Riyadhul Mubtadi'ien Way Lima, 21 September 2016).

Table I
The Students' Score of Speaking Test at the Eight Grade of MTs
Riyadhul Mubtadi'ien Way Lima in the academic year of 2017/2018

| No | Score | The number of Students | Percentage |
|-------|-----------|------------------------|------------|
| 1 | ≥ 65 | 45 | 37.5 % |
| 2 | < 65 | 76 | 62.5 % |
| Total | | 121 | 100 % |

Source: the score for English teacher of MTs Riyadhul Mubtadi'ien Way Lima

From the table above, the total number of students in the failed category is higher than in the passed category. There are 76 students in failed category (62.5 %) and 45 students in passed category (37.5 %). It can be inferred that the achievement of the students in learning speaking ability is low, because the criteria of minimum mastery (KKM) in MTs Riyadhul Mubtadi'ien Way Lima is 65.

To overcome that problem, the teacher must help the students in teaching learning process using another technique. For example the teacher can use group work, based on the activity on easy language, and make a careful choice of topic and task to stimulate interest, give some interactions or training in discussion skill and keep students speaking the target language. In order to support this idea, English teacher should be able to use an appropriate technique to increase students speaking ability.

Wilkins claims that the students learning depends on the effectiveness of teaching technique used by the teacher. It means that the teacher has to

know many kinds of technique and he or she must know how to impement them in the class.³ The use of various techniques is not only for adjusting for material with the situation but also for attracting the students in joining the class. Threfore, the teacher should be able to choose technique that can be used to improve their English and to attract the students in following the class.

There are many techniques that language teacher can use in order to encourage the students to speak in speaking class. One of the techniques is role play. Harmer said, role play activities where the students are asked to imagine that they are in certain situation and act accordingly. Harmer adds that many teachers have found quite students speak more freely when they are playing a role, when they are acting as other people.⁴ In other words, the use of role play allows students to take on identity which involves fantasy. Role play provides opportunities for the learners to develop fluency skill to use language purposefully, because there is something to be done, and to use language creatively, because they call for imagination.⁵

Based on the research by Kusuma, the result was there a significant influence in using role play technique to improve students pronunciation.

The students were more confident and were not afraid of making mistakes when speaking. They had used right intonation. They had put correct stress

³ Wilkins D. Arthur, *Linguistics in Language Teaching* (London: ELBS and Edwards Arnold Publisher, 1983), p.23.

⁴ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Group, 1998), Ltd, p.18.

⁵ Donn Byrne, *Teaching Oral English* (New Jersey: Longman Group, 1984), Ltd, p.115.

when pronouncing words. The actively participated during the teaching and learning process. The mini dictionaries with phonetic transcriptions had increased students awareness of having correct pronunciation.⁶ Moreover, in another research by Nining Hidayati concluded that role play activity can improve students speaking ability showed by the score they get. From the students' response toward the teaching and learning ctivity during CAR it is proved that the response of the students toward the teacher professionalism and their interest in learning speaking using role play technique is 75.00% and 78.57% that means it falls into the strong and very strong category. It can be concluded that the students like role play technique. And then, the observation checklist showed that the students seemed braver and more confident in speaking. It was proven by their participation in the class conversations, discussions, performance in front of the class, pronunciation, fluency and feeling confident about speaking.⁷

Based on the explanation above, the researcher focused this research on speaking skill done by the students, which is called role play. Role play gives the opportunity for the students to practice communication. They can use the language freely and creatively, because they call for imagination. By using role play technique, the teacher gave more chance for the students to practice how they react to a difference circumstance.

⁶ Kusuma W. Yosep, "Improving Students' Pronunciation Through Role Play for Class VII C at SMP N 3 Tempel". (Yogyakarta: Yogyakarta State University, 2014), p.1.

⁷ Hidayati Ningsih, "Using Role Play to Improve Students' Speaking Ability pf MTs NU 05 Sunan Katong Kaliwungu". (Semarang: Walisongo State Islamic University Semarang, 2015), p.1

In line that the background above, the researcher used role play as a technique to teach speaking to help the students in learning process. Therefore, the researcher conducted a research entitles: The Influence of Using Role Play Towards Students' Speaking Ability at the Eight Grade of MTs Riyadhul Mubtadi'ien Way Lima Pesawaran in the Academic Year of 2017/2018.

B. Identification of the Problem

Considering background of the problem above, the researcher identified the problems as follows:

1. The students are unable to speak English well.
2. The students find difficulties in expressing their idea orally.
3. The teacher technique varieties in teaching speaking is still less interesting.

C. The Limitation of the Problem

Based on the identification of the problem above, to make the problem clear, it is necessary for the researcher to limit the problem. The limitation of the problem is follows: the influence of using role-play towards students' speaking ability at the eight grade of MTs Riyadhul Mubtadi'ien Way Lima Pesawaran in the academic year of 2017/2018.

D. The Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher would like to formulate the problem as follows: Is there any significant influence of using role play towards students' speaking ability at the eighth grade of MTs Riyadhul Mubtadi'ien Way Lima Pesawaran in the academic year of 2017/2018.

E. The Objective of the Problem

Based on the formulation of the problem above, the objective of the research is to know whether there was influence of role play towards students' speaking ability.

F. The Uses of the Research

1. Theoretically, it may support the previous theories that role play technique can be applied to improve speaking ability.
2. Practically
 - a. For the teacher, this study can be used to improve the students speaking skill in the classroom or out the classroom.
 - b. For the student, this study can be used to improve their speaking skill practically because they need great effort to build the communicative competence. In improving their speaking skill they shall practice it either in the classroom or out of the classroom.

G. Scope of the Research

The scope of research is divided into four parts

a. Subject of the research

The subject of the research was students at the second semester of the eight grade of MTs Riyadhul Muftadi'ien Way Lima Pesawaran.

b. Object of the research

The object of the research were to know whether there was an influence of using role play towards students' speaking ability at the eight grade of MTs Riyadhul Muftadi'ien Way Lima Pesawaran in the academic year of 2017/2018.

c. Time of the research

The research was conducted in the second semester of 2017/2018 academic year.

d. Place of the research

The research was conducted at MTs Riyadhul Muftadi'ien Way Lima Pesawaran.



CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

A. Concept of TEFL

One significant factor that influences most of the successes and learning are teacher. Teacher has to be able to guide the students into an understanding of the lesson. They have to find the way to make the students enjoy the lesson. The students' willingness to study is fragile; they can lose their spirit and willingness to study easily if the lectures are dull or uninteresting. In teaching English as a foreign language was suggested by a Czech educator, Jan Comenius, who used imitation, repetition and plenty of practice both reading and speaking.¹ Talking about communication is identical to English. It can be understood since English has been decided to be the medium of international communication. No matter what nationality you have, you will find that English is worth learning and understanding in order for you to be able to communicate in it both orally and written. Everyone from every country does so. Yet, English as the international language does not mean that it is used by all people and every country. The English as an international language has a large influence to human.

¹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Penerbit Graha Ilmu, 2010), p.2.

B. Concept of Speaking

Communication is an important part of human civilization, and this is a means of cultural transformation. Communication using language can be conducted in two ways: oral and in a written form. According to Thornbury by speaking, we can convey information and ideas, and maintain social relationship by communicating with others.²

According to pollard, speaking is one difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to used grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.³

According to Harmer speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning accros.⁴

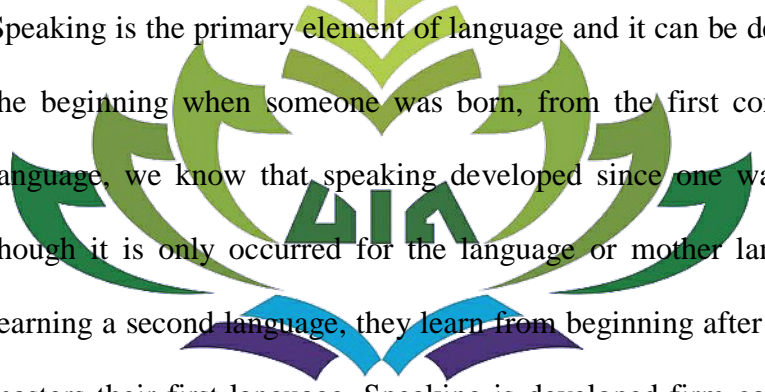
Based on these ideas, it is understanding that through spekaing one can communicate or express what he wants in order to understand one to another. Speaking is an ability to converse or to express a sequence of ideas fluently. It means that in the process of the speaking. There must be at least two people, one is the speaker and the other is the listener. In communication or speaking process, the speaker must be able to share

² Scott Thornbury, *Loc.Cit.*

³ Lucy Pollard, *Lucy Pollard Guide to Teaching English* (US: 2008), p.33

⁴ Jeremy Harmer, *How to Teach English* (London: Addition Pearson Longman, 2007),

ideas clearly, so that the listeners can receive what the speaker communicates, they must comprehend incoming message and then organize appropriate for production. Through speaking we can express our ideas, emotions, attentions, and reaction, to other person as well as situation and influence other person. Furthermore, we can communicate or express what we want from other and responds to the speaker. It means that in order to speak or to express one's ideas, the speaker must also attend the aspect of speaking, in order that the message is understandable to the listener.



Speaking is the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language, we know that speaking developed since one was born, even though it is only occurred for the language or mother language. When learning a second language, they learn from beginning after the individual masters their first language. Speaking is developed firm context with the language. So we have to introduce speaking with the language that we learn, because by speaking we can transfer our idea or thought to other people.

Speaking includes some components which should be mastered: structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context. The speaking component in a language class should encourage acquisition of communication in and out the classroom. Those components will be used as measurements

description in order to check the correctness in terms of non-using the score.

According to some explanations above, the writer concluded that speaking is so much a part of daily life, speaking is a way that used to communicate. Both the speaker and the listener can show or express their idea and thought, because of that to make the listener understand with the purpose from the speaker, the speaker has to deliver their idea and thought clearly. It's important for the speaker to speak by using right language that is how to use grammar, vocabulary, and pronunciation correctly.

C. Concept of Speaking Ability

Speaking or oral communication has been considered as an important language skill for second or foreign language learners, naturally to speak is to convey a message a someone else needs, or to get information which has not been known and more importantly to interact to other people.

Speaking skill is a difficult one to asses with precision, because speaking is a complex skill to acquire. There are some essential element that students must learn, in order to get good speaking ability. These are some important language aspects that have to be learned by students, not only to improve speaking ability but also to improve other English skills.

Aspect of language includes grammar, vocabulary, pronunciation, function and levels of formality:

1. Grammar includes tenses, formulation of questions and negatives, prepositions, pronouns.
2. Vocabulary, (students need to know words, their meaning, how there are spelt and how they are pronounced).
3. Pronunciation, students need to know how to pronounce individuals sound as well as combinations of sounds.
4. Function are set phrases that we use in specific situations.
5. Levels of formality, students need to develop an awareness of and an ability to product language of varying degree of formality.⁵

According to Harris, either four or five components are generally recognized in analyses of the speech process:

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

According to the explanation above, it can concluded that students' speaking ability is their ability to express their ideas, opinions, feelings, and experiences with good pronunciation, grammar, vocabulary, fluency, and comprehension. It is going to be indicated with score achieved by students from the test given.

⁵ *Ibid.*

D. How to Teach Speaking

When teaching learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to expand and grow.⁶

Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible. In addition, we must also pay attention to pronunciation, vocabulary, grammar and expression.

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by interacting.

⁶ N. Intihar Klancar, "Developing Speaking Skills in the Young Learners Classroom" (On-line), tersedia di: <http://iteslj.org/Techniques/Klancar-SpeakingSkill.html> (11 November 2006).

Communicative language is based on real-life situation that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create classroom activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

E. What to Test in Speaking

In learning English what material are taught in the material that be tested.

In speaking there are components that in test.

Further, Harris classifies either four of five components are generally recognized in analyses of the speech process:

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

It means that when teaching about Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. The learners should also be able to express their ideas, opinions, feelings, and experiences with good pronunciation, grammar, vocabulary, fluency and comprehension. It is going to be indicated with score achieved by students from the test given.

F. Approach, Method and Technique

In general area of methodology, people talk about approach, method and technique all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.⁷

a. Approach

According to Brown, approach theoretically well informed positions and belief about the nature of language the nature of language learning and the applicability of both to pedagogical setting.⁸ Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.⁹ It means that approach describes how the people get the knowledge to achieve the successful in language learning.

The example of approach is lexical approach.¹⁰ The lexical approach is a method of teaching foreign languages. The basic concept on which this approach rests is the idea that an important part of learning a language consist of being able to understand and produce lexical phrases a chunks.

⁷ Jeremy Harmer, *The Practice of English Language Teaching* (4rd ed) (New York: Longman Publishing, 2007), p.62.

⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (New York: Longman, 2001), p.16.

⁹ Jeremy Harmer, *Loc. Cit.*

¹⁰ *Ibid.* P.74.

b. Method

Method is describing an overall plan for systematic presentation of language based upon a selected approach.¹¹ Method is a partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners the kind of material which will be helpful and some models of syllabus organization.¹²

The example of method is direct method.¹³ Direct method is sometimes called the natural method. The direct method of teaching was developed as a response to the Grammar Translation method.

c. Technique

Technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom. It means that technique is the activity takes place in learning process.

The example of technique is silent viewing.¹⁴ The teacher plays the film extract at normal speed but without the sound.

Based on the theories above, it can be concluded that strategy is way of making decisions about a course, an individual class, or even an entire curriculum, beginning in the teaching situation. These variables include

¹¹ H. Douglas Brown, *Loc. Cit.*

¹² *Ibid.* P.62.

¹³ Jeremy Harmer, *Op.Cit.* p.63.

¹⁴ *Ibid*, p.309.

the characteristics of the lesson, the learning objectives, and the instructional preferences of the teachers.

G. Concept of Role Play

Role play is therefore a classroom activity which gives the students the opportunity so practice the language.¹⁵ Role play as technique of teaching has roots in both the personal and social dimensions of education.¹⁶ This technique is designed to solve the problem that begins with the case, and then there will be role appropriate cases to solve the problem.¹⁷ Students play different roles in certain situations and spontaneously played a role in accordance with the situation. This activity allows students to analyze and solve problem. Role play is a role playing technique where there is movement, aim, rules and also involves an element of fun. Can also encourage students to talk or interact with others in the classroom.

According Zuhairini in Hamzah role play technique are used when the lesson is intended for:

- a. Describe an event in which the people concerned, and based on the considerations in dramatic better than told, because it will be more obvious and can be internalized by students.
- b. Train students to be able to resolve the socio-psychological problems.

¹⁵ Carol Livingstone, *Role Play in Language Learning* (Longman Group, 1983), p.6.

¹⁶ Bruce Joyce, Marsha Weil, *Models of Teaching* (6th ed) (Printed in the United States of America, 2009), p.102

¹⁷ Hamzah B. Uno, *Perencanaan Pembelajaran* (Jakarta: Bumi Aksara, 2006), p.100.

- c. Train students so that they can hangout and make it possible for other people and their understanding of the problems.¹⁸

According pollard in role play involves students taking on role and carrying out a discussion with each person playing their role.¹⁹ There are some assumptions in the technique of learning to play a role to develop behavioral and social values, the position parallel with of learning techniques. Mulyasa, starting that: there are four underlying assumption of learning to play the role.

1. Playing the role of supporting a learning situation based on experience with the content of the lesson focusses on the “here at the moment”.
2. Playing the role of enabling the students to express feeling that cannot be known without looking at others, the goal is to reduce the burden of expressing feelings of emotional.

3. Playing the role, assume that the emotions and ideas can be raised to the level of conscious and then enhances through group process.

Troubelshooting do not always come from a particular person, but can be also arise from the observer reaction to a problem that is being played. Thus, students can learn from the experiences of others on how to solve the problem which in turn can be used to develop themselves optimally.

¹⁸ *Ibid.* p.220.

¹⁹ Lucy Pollard, *Op.Cit.* p.36.

4. Techniques play a role; assume that the hidden psychological processes, such as attitudes, values, feelings and belief systems, can be raised to the level realized through a combination of play spontaneously. Thus, students can test the attitudes and values that correspond with other people, whether its attitudes and values need to be maintained or changed.

To be able to measure the extent to which play a role can provide benefits to the actor and the observer is determined by three things, namely:

1. Quality of actor
2. The analysis conducted through discussion after characterization
3. Students' perceptions of the role are displayed in comparison with the real situation in life.²⁰

So, the researcher concluded that role play is a technique which can develops students' fluency in target language, promotes students' to speak or interact with others in the classroom, in creases motivation and makes the teaching and learning process more enjoyable.

H. The Procedures of Teaching Speaking Through Role Play Technique

There are many types of role play such as: dramatic play/dialogue, simulation, and game. They range from beginners role play for weaker students' to advanced role plays for the proficient.

²⁰ Hamzah B. Uno, *Op.Cit.* p.221.

According Hamzah, these are the procedures of role-play for classroom activity:

1. The teacher prepares the scenario that they are going to perform.
2. Pointing several students' to mastery the scenario in view before the day.
3. The teacher divides the students' in groups, ± 5 students' for each group.
4. The teacher explains about the competence that they're going to achieve together.
5. Call the pointed pupils to play their roles what they have prepared.
6. Mean while, the others stand in their own groups to observe the playing scenario.
7. After that, each student is given work sheet to discuss in each group performance.
8. Next, each group presents their conclusion.
9. The teacher gives the general conclusion.
10. Closing.²¹

I. Advantages and Disadvantages of Role Play

1. Advantages of Role Play

According to Wehrli, role play technique has some advantages and disadvantages as follows:

²¹ *Ibid.* p.122-123.

- a. Actively involves participants.
- b. Adds variety, reality, and specificity to the learning experience.
- c. Develops problem solving and verbal expression skills.
- d. Provides practice to build skills before real-world application and when “real” experiences are not readily available.
- e. Enables learners to experiment in a safe environment with behaviors which strike them as potentially useful and to identify behaviors which are not.
- f. Can provide an entirely new perspective on a situation and develop insights about feelings and relationships.
- g. Provides teacher immediate feedback about the learner’s understanding and ability to apply concepts.
- h. Improves the likelihood of transfer of learning from the classroom to the real world.

2. Disadvantages of Role Play

- a. Puts pressure on learner to perform, which can create embarrassment and even resistance.
- b. Depends heavily on learner’s imagination and willingness to participate.
- c. Can engender strong emotions related to past experiences, empathy, etc.
- d. Can lack focus unless well-planned, orchestrated, and monitored.

- e. Can reinforce ineffective behaviors/strategies if performance is not observed by knowledgeable person who provides appropriate feedback.
- f. Can be unpredictable in terms of outcomes.
- g. Can be time-consuming.²²

J. The Frame of Thinking

Based on some theories above, the researcher assumes that by using Role Play technique can help the teacher and students in teaching speaking process. By using Role Play technique will approve the students' speaking ability skill, because the students' try to find new vocabulary. In addition, the students will be interest in learning English because they feel fun, relaxed able, and enjoyable. Role play technique is suitable for teaching speaking skill because the students achieve new word without feeling bored. Role play technique is designed to provide students many opportunities to increase their speaking skill and to use English in communication. The implementation of using role play in the classroom has orientation to the students centered, because of that this technique is so useful for the teacher to teaching speaking ability.

²² J.G Nyquist Wehrli, "Teaching Strategies Methodologies Anvetages Disadvantages Coutions" (On-line), tersedia di: <http://som.unm.edu/omed/docs-dev/genteachstrategies.pdf> (accessed by internet at January 21, 2016).

K. Hypothesis

Based on the frame of thinking above, the researcher makes the hypothesis as follows.

H_0 = There is no significant influence of using role-play towards students' speaking ability.

H_a = There is a significant influence of using role-play towards students' speaking ability.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental design. Experimental design is the traditional approach to conducting quantitative research. In the experimental research, you can test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.¹ Ary *et.al.* state that experimental design has some characteristics: control of variable, manipulation, observation and measurement.² It means that experimental research is a research method which is used to look for the influence of certain variable towards another in a controlled condition. In this research, the researcher applied quasi experimental design. Cresswell state that quasi experimentals include assignment, but not random assignment of participants to groups. We can apply the pretest and posttest design approach to a quasi experimental design. The researcher assigns intact groups of the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.³ It means that in quasi experimental design we can use the pretest and posttest to a quasi experimental design.

¹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4rd ed) (Boston: Pearson Education, 2012), p.204-295.

² Donald Ary, et. al. *Introduction to Resesarch in Education* (8th ed) (New York: Cengage Learning, 2010), p.267.

³ John W. Creswell, *Op.Cit.* p.309-310.

The researcher can give pretest and posttest to the both of class group to know the differences between the two groups.

In this research, the researcher used two classes, they are the experimental class and the control class. The experimental class received the treatment by using role play and the control class taught by using teacher's technique. Table 2 shows the pretest and posttest design was illustrated as follows⁴:

Table 2
Pretest and Posttest Design

| | | | |
|---------------------------|---------|--------------------|----------|
| Select Control Class | Pretest | No Treatment | Posttest |
| Select Experimental Class | Pretest | Experimental Class | Posttest |

Based on the table above, the researcher chose two classes as the sample of this research that consist of experimental class and control class. The experimental class taught by using role play as a treatment, the students will be given pre-test to both classes before treatment to know the students' early achievement in speaking ability. Then the post-test will be given to know their speaking ability after the treatment has done only to the experimental class and control class.

B. Research Variables

There are two variables that investigated in this research.

1. Independent Variable

⁴ *Ibid.* p.310.

Independent variable in this research is role play (X).

2. Dependent Variable

Dependent variable in this reseach is the students' speaking ability (Y).

C. Operational Definition of Variable

The operational of variable in this research as follows:

1. Role Play

Role play as technique of teaching has roots in both the personal and social dimensions of education. Role play is a role playing technique where there is movement, aim, rules and also involves an element of fun. Can also encourage students to talk or interact with others in the classroom.

2. Speaking Ability

Students' speaking ability is the ability in expressing ideas orally. In the other hand, by speaking the students concerned with the way to express what the students thing and feel with good pronunciation, grammar, vocabulary, fluency and comprehension. The score achieved from the test given indicate it.

D. Population, Sample and Sampling Technique

1. Population

Population is generally large collection of individual of object in the research. According to Creswell, "population is a group of individuals

who have the same characteristic”.⁵ Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.⁶ Therefore, the population in this research is all students at the eight grade of MTs Riyadhul Muftadi'ien in 2017/2018 academic year. It consists of 121 students and it is divided into four classes. The table 3 shows the total number of population.

Table 3
The total number of the Students at the Eight Grade of MTs
Ritadhul Muftadi'ien Way Lima in 2017/2018 Academic Year

| No | Class | Gender | | Total |
|-------|--------|--------|--------|-------|
| | | Male | Female | |
| 1 | VIII A | 11 | 19 | 30 |
| 2 | VIII B | 10 | 21 | 31 |
| 3 | VIII C | 13 | 17 | 30 |
| 4 | VIII D | 10 | 20 | 30 |
| Total | | 44 | 77 | 121 |

Source: The Data of Total Students at MTs Riyadhul Muftadi'ien

Based on the description from table 3, there are 121 students at eight grade of MTs Riyadhul Muftadi'ien. It consist of four classes, for class VIII A there are 30 students, class VIII B consists of 31 students, class VIII C consists of 30 students and class VIII D consists of 30 students.

⁵ John W. Creswell, *Op.Cit.* p.142.

⁶ Jack R. Fraenkel, Norman E. Wallen, *How to Design and Evaluate Research in Education* (7th ed) (New York: McGraw-Hill, 2009), p.90.

2. Sample of Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁷ According to Frenkel and Wallen, sample is any group of population that is to find out information in the research.⁸ In other words, sample is small group or number of population.⁹ It means that, sample is group of individuals as a part of population that is chosen as representative data of whole population.

The sample of the research is the eight grade of MTs Riyadhul Mubtadi'ien in 2017/2018 academic year. In this research the researcher used two classes as the sample in this research, one class as the experimental class and the other one as the control class.

3. Sampling of Technique

In this research, the researcher used cluster random sampling technique to choose sample. Fraenkel and Wallen state that the selection of groups, or clusters of subjects rather than individuals is known as cluster random sampling.¹⁰ It means that cluster random sampling is a sampling technique that choose the sample through groups and not individuals. The researcher took the sample from a group or a class where one class as control class and one class as experimental class.

⁷ John W. Creswell, *Loc.Cit.* p.142.

⁸ Jack R. Fraenkel, Norman E. Wallen, *How to Design and Evaluation Research in Education* (6th ed) (San Francisco: State University, 2006), p.92.

⁹ Jack R. Fraenkel, et. al. *Op.Cit.* p.91.

¹⁰ *Ibid.* p.95.

The researcher used lottery to determine the sample. There are three steps to take the classes as the sample:

1. The researcher all of the classes of the eight grade on some small pieces of paper. Then the small pieces of paper was roll and put.
2. The bottle will be shaken and the researcher take one small pice of rolled paper. It will be a control class and the small piece of rolled paper is included into the bottle again.
3. The researcher was shake the bottle again and take one small piece of rolled paper. It can be an experimental class.

E. Research Procedur

The researcher conducted the research with the following procedure:

1. Determining the subject of the research

In this stage, the researcher chose eight grade of MTs Riyadhul Muftadi'ien as a subject of the research. One group was be taught by using role play as an experimental class and control class will be taught by using technique's teacher there.

2. Administering pre-test

The pre-test is aimed at capturing the students' initial ability. The pre-test was 90 minutes for both the exerimental class and control class.

3. Giving treatments

The treatments will be given three times in three meetings in experimental class. While for the control class will teach by using

teacher's technique while experimental class will teach by using role play.

4. Administering post-test

Post-test is aimed at to find out whether there is an increase in the students' achievement in speaking after treatments. The researcher administered the post-test in order to know the students' speaking ability after treatments.

5. Analyzing the data

In analyzing the data, the researcher systematically into which one in the verb score table based on pre-test and post-test.

F. Data Collecting Technique

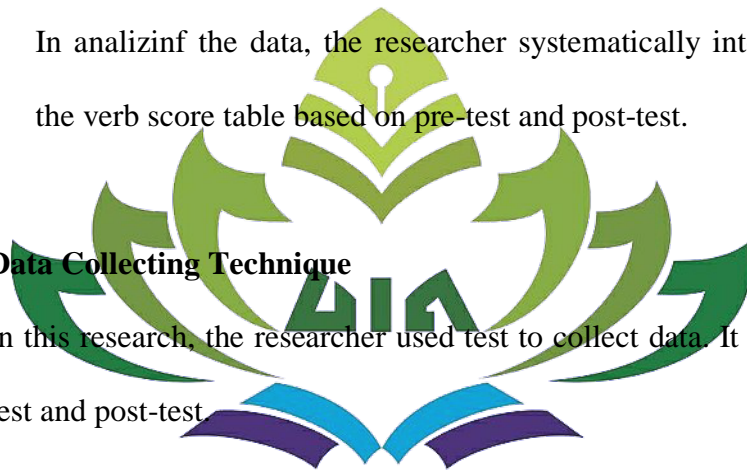
In this research, the researcher used test to collect data. It consists of pre-test and post-test.

1. Pre-test

Pre-test was done to the students in control class and experimental class in order to find out the students' speaking ability before the treatment.

2. Post-test

Post-test was done in order to investigate the effect of the treatment towards the students speaking ability after treatment.



G. The Instrument the Research

Instrument is tool or facility which is used by the researcher in collecting data. An instrument is a tool for measuring, observing, or documenting quantitative data.¹¹ In this research, the researcher used test as instrument. The test is in the form of oral test. This test is aimed to measure the students' speaking ability. The test divided in to two kinds they are:

1. Pre-test

A pre-test provides a measure on some attribute to characteristic that you asses for participants in a experiment before they receive a treatment.¹² It means that to know the students' speaking ability achievement before the treatment.

Pre-test will be given before treatments in order to know the students' speaking ability. This is will make students do conversation in a group to measure the speaking ability which will consists of pronunciation, grammar, vocabulary and the comprehension of the context.

Table 4
Specification of Test for Pre-Test

| No | Topic of the text |
|----|-------------------|
| 1 | Job |
| 2 | Pubic Places |
| 3 | Kind of Hobbies |

¹¹ *Ibid.* p.97

¹² John W. Creswell, *Op.Cit.* p.297.

2. Post-test

A post-test is a measure on some attribute or characteristic that is assess for participants in a experiment after treatment.¹³ It means that post test is conduct to know the students' speaking ability after they are teach by using role play. Post-test will be given for experimental class and control class after giving treatments, the researcher will give post-test in order to know the result of experimental class after getting treatment.

Table 5
Specification of Test for Post-Test

| | |
|----|-------------------|
| No | Topic of the text |
| 1 | Job |
| 2 | Public Places |
| 3 | Kind of Hobbies |

H. The Scoring Criteria

In evaluating the students' speaking ability the researcher will use scorig rubric for speakig proposed by Brown.¹⁴ Based on Brown there are five aspects to be considered: grammar, vocabulary, pronunciation, fluency and comprehension.

Table 6
Scoring Rubric for Speaking

1. Grammar

¹³ *Ibid.*

¹⁴ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*(USA: Longman, 2000), p.149.

| Score | Criteria |
|-------|---|
| 0-5 | Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. |
| 6-10 | Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar. |
| 11-15 | Able to use the language accurately on all levels normally pertinent to the professional needs. Errors in grammars are quite. |
| 15-20 | Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical social and professional topic. |

2. Vocabulary

| Score | Criteria |
|-------|----------|
|-------|----------|

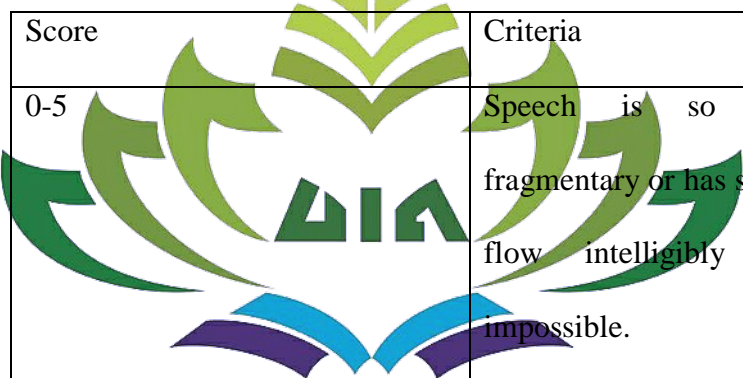
| | |
|-------|--|
| 0-5 | Vocabulary is inappropriate for the topic, making the speaker difficult to understand. |
| 6-10 | The vocabulary starts to provide clarity and avoids confusion. |
| 11-15 | Sentence structures and work chose are varied to avoid monotony of tone and repetition in ideas. |
| 16-20 | Vocabulary is descriptive and accurate, engaging the listener through imagery. |

3. Pronunciation

| Score | Criteria |
|-------|--|
| 0-5 | Frequent phonemic errors and foreign stress and intonation patterns that cause the speaker to be an unintelligible. |
| 6-10 | Frequent phonemic errors and foreign stress and intonation pattern that cause the speaker to be occasionally unintelligible. |

| | |
|-------|--|
| 11-15 | Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible. |
| 16-20 | Occasionally non-native pronunciation errors, but the speaker is always intelligible. |

4. Fluency



| Score | Criteria |
|-------|--|
| 0-5 | Speech is so halting and fragmentary or has such non-native flow intelligibly is virtually impossible. |
| 6-10 | Numerous non-native pauses and/or a non-native flow that interferes with intelligibly. |
| 11-15 | Some non-native pauses but with nearly native flow so that pauses do interface with intelligibly. |
| 16-20 | Speech is smooth and effortless, closely approximating that of native speak. |

5. Comprehension

| Score | Criteria |
|-------|---|
| 0-5 | The content lacks organization; transitions are abrupt and distracting. |
| 6-10 | The organization of the content is congruent; transition are evident. |
| 11-15 | Comprehension is quite complete at a normal rate of speech. |
| 16-20 | The content is organized logically with fluid transition of capture and hold the listener's attention throughout the entire presentation. |

I. Validity

According to Arikunto, validity is measurement which shows the level of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which is lack of goodness has a low validity. an instrument can be called valid when it can measure what is wanted. In other words, an instrument can be called valid if it can show the data of variables researched correctly.

The measure whether the test has good validity, the researcher uses content and construct validity.

1. Content Validity

Content validity means that the test becomes representative sample of the subject matter content of what has been taught and of the knowledge that the teacher wants his students to know. Based on the standard of content school. Based on curriculum, speaking was taught in eight grade of junior high school..

To get the content validity of the test, the researcher try to arrange the material based on objective of teaching in the school based on curriculum for the eight grade of MTs Riyadhul Muftadi'ien Way Lima Pesawaran. The researcher consulted the instruments to the English teacher at MTs Riyadhul Muftadi'ien Way Lima Pesawaran Mrs. Fitriya Sari, S.Pd to make sure that the instruments were valid. Then, she judge the instruments were valid.

2. Construct Validity

Construct validity means whether the test is actually in line with the theory of what it means to know the language. Whether the test is actually a reflection of what it means to know the language. In other word construct validity is just like a concept. Both of them are abstraction and generalizations that need to be defined so clearly that can be measured and examined.¹⁵

¹⁵ H. Douglas Brown, *Op. Cit.* p.206

Construct validity focused on the kind of test that is used to measure the ability. In other words, the test could measure what needs to be measured. In this research, the researcher administers a speaking test. The scoring covered five aspects of speaking that are adopted from Harris: they are; pronunciation, grammar, vocabulary, fluency and comprehension. To make sure the researcher consulted the English teacher at MTs Riyadhul Mubtadi'ien Way Lima Pesawaran. Then, Mrs. Fitriya Sari, S.Pd judged that the instruments were valid. She said that the valid instruments should have high reliability.

J. Reliability

Indeed, Arikunto says that reliability shows that an instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.¹⁶ If the data are true based on the facts, how many data were being taken the result was the same. Reliability shows the degree of consistency about something. Reliability means the data can be believed so it can be relied on.

To get the reliability of the test, the researcher used inter-rater reliability. It was done by two raters who examine the students' speaking test, they are the researcher and English teacher. The statistical formula for counting the reliability is various formula as follows:

$$p = 1 - \frac{6 (\sum d^2)}{N (N^2 - 1)}$$

¹⁶ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2010), p. 178

Notes:

p = The number of rank order correlation

d = The difference of rank collection

N = Number of students¹⁷

The criteria of reability are:

- a. 0.00 to 0.19 = a very low reability
- b. 0.20 to 0.39 = a low reability
- c. 0.40 to 0.59 = an average reability
- d. 0.60 to 0.79 = a high reability
- e. 0.80 to 1.00 = a very high reability¹⁸

K. Data Analysis

To analyzed the data, the researcher used parametric statistic. In the parametric statistic, there are assumptions which must be fullfilled; they are normality test and homogeneity test.

Fulfillment of the Assumptions

Parametric statistical significances tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric test to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

- a. Normality Test

¹⁷ Anas Sudijono, *Pengantar Statitika Pendidikan* (Raja Grafindo Persada, 2008), p. 232

¹⁸ Suharsimi Arikunto, *Op. Cit.* p. 319

The normality test is used to measure whether the data in the experimental class and control classes are normality distributed or not.¹⁹ The researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for the normality of test. The test of normality employed are Kolmogorov-Smirnov and Sharpio Wilk.

The hypotheses formulas are:

H_0 = the data have normal distribution

H_a = the data not have normal distribution

The criteria for acceptance of the normality test as follow:

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test was used to determine whether or not the data obtained from the sample is homogeneous. The researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test the test homogeneity employing Levene's test.

The homotheses formulas are:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

The criteria for acceptance of the homogeneity test as follow:

¹⁹ Budiyono, *Statistika Untuk Penelitian* (Surakarta: 11 maret University Press, 2004), p.170

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

c. Hypothetical Test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the researcher was used t-test. The researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for hypothetical of test.

The hypotheses formulas are:

H_0 = There is significant influence of using role play towards students' speaking ability.

H_a = There is no any significant influence of using talking stick towards students' speaking ability.

The criteria for acceptance of the hypothetical test as follow:

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

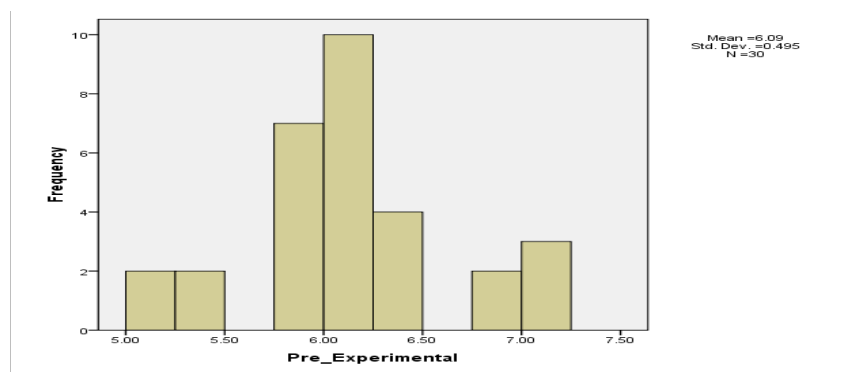
A. Data Description

The researcher got the data in the form of score. The score were derived from the tests. There are at least two tests in this research pre-tesst and post-test. The pre-test was held in may 2th 2018. Before doing the post-test the researcher did the treatments to experimental class VIII A, the treatment were held in may 9th until 11th 2018. The last post-test was held in may 16th, 2018.

B. Result of the Research

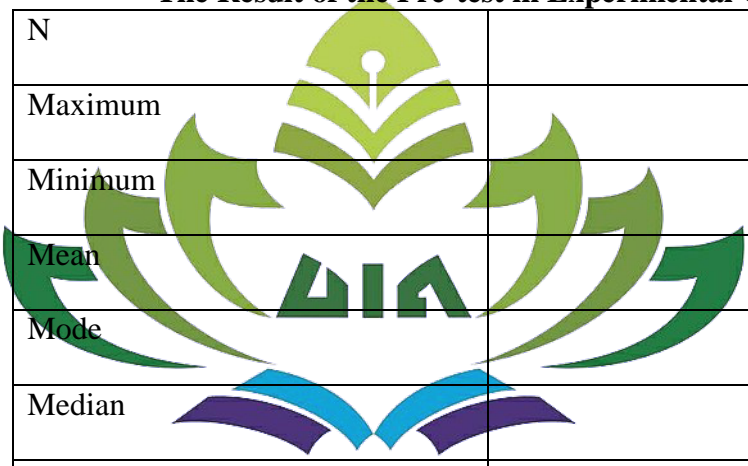
1. Result of Pre-test in Experimental Class

The researcher conducted pre-test in order to know students' speaking ability before the treatment. The pre-test was asministrated on May 2nd 2018. The scores of students' speaking ability in the experimental class could be seen in Figure 1.



Based on Figure 1, it could be seen that from 30 students' there were got score 52 (6.7%), got score 52 (6.7%), got score 58 (23.3%), got score 60 (20%), got score 62 (13.3%), got score 64 (13.3%), got score 68 (6.7%), got score 70 (10%). It means that there were 83.3% of students' numbers did not passed criteria of minimum mastery (KKM) and 16.7% of students numbers passed criteria of minimum mastery (KKM).

Table 7
The Result of the Pre-test in Experimental Class

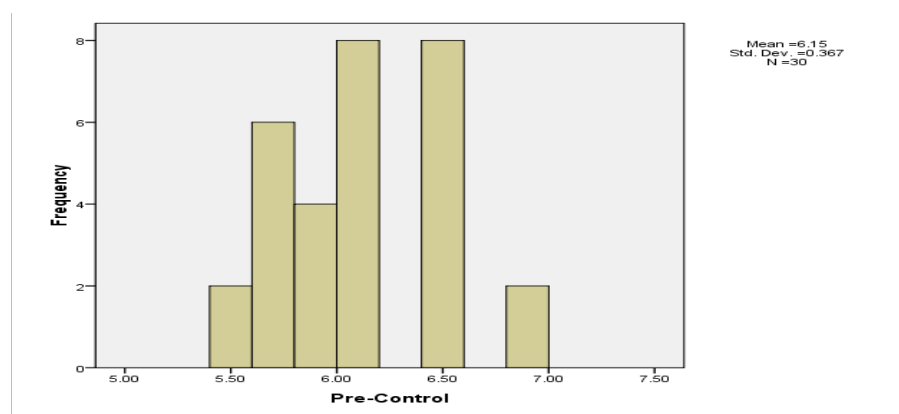


| | |
|--------------------|---------|
| N | 30 |
| Maximum | 7.00 |
| Minimum | 5.20 |
| Mean | 6.0933 |
| Mode | 5.80 |
| Median | 6.0000 |
| Variance | 0.245 |
| Standard Deviation | 0.49475 |

Based on the table, it could be seen that N of pre-test in experimental class was 30, maximum score was 7.00, minimum score was 5.20, mean of pre-test in experimental class is 6.0933, mode was 5.80, variance was 0.245, and standard deviation was 0.49475. It showed students' speaking ability before they got the treatments.

2. Result of Pre-Test in Control Class

The researcher conducted pre-test in order to know students' speaking ability before the treatment. The pre-test was administered on May 2nd 2018. The scores of students' speaking ability in the control class could be seen in Figure 2.



Based on Figure 2, it could be seen that from 30 students' there were got score 54 (6.3%), got score 58 (18.8%), got score 60 (12.5%), got score 62 (25%), got score 64 (25%), got score 70 (6.3%). It means that there were 87.6% of students' numbers did not passed criteria of minimum mastery (KKM) and 6.3% of students numbers passed criteria of minimum mastery (KKM).

Table 8
The Result of the Pre-test in Control Class

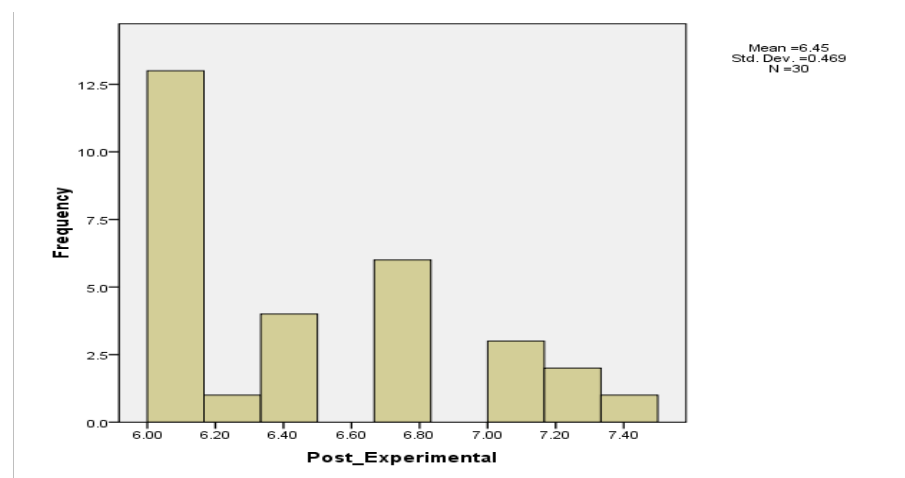
| | |
|---------|--------|
| N | 30 |
| Maximum | 7.00 |
| Minimum | 5.40 |
| Mean | 6.1467 |
| Mode | 6.20 |

| | |
|--------------------|---------|
| Median | 6.2000 |
| Variance | 0.135 |
| Standard Deviation | 0.36741 |

Based on the table, it could be seen that N of pre-test in experimental class was 30, maximum score was 7.00, minimum score was 5.40, mean of pre-test in experimental class is 6.1467, mode was 6.20, variance was 0.135, and standard deviation was 0.36741. It showed students' speaking ability before they got the treatments.

3. Result of Post-test in Experimental Class

The researcher also gave post-test in experimental class to know students' speaking ability after the treatment. It was administrated on May 16nd 2018. The score of post-test in experimental class are presented in Figure 3.



Based on Figure 3, it could be seen that from 30 students' there were got score 60 (43.3%), got score 62 (3.3%), got score 64 (13.3%), got score 68 (20%), got score 70 (10%), got score 72 (6.7%), got score 74 (3.3%). It means that there were 59.9% of students' numbers did not passed criteria of minimum mastery (KKM) and 40% of students numbers passed criteria of minimum mastery (KKM).

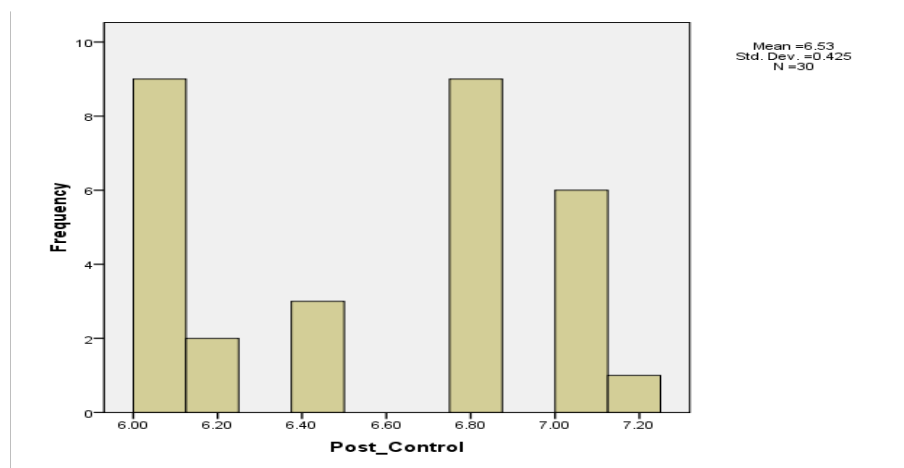
Table 9
The Result of the Post-test in Experimental Class

| | |
|--------------------|---------|
| N | 30 |
| Maximum | 7.40 |
| Minimum | 6.00 |
| Mean | 6.4467 |
| Mode | 6.00 |
| Median | 6.4000 |
| Variance | 0.220 |
| Standard Deviation | 0.46885 |

Based on the table, it could be seen that N of post-test in experimental class was 30, maximum score was 7.40, minmum score was 6.00, mean of post-test in experimental class is 6.4467, mode was 6.00, median was 6.4000, variance was 0.220, and standard deviation was 0.46885. It showed students' speaking ability after they got the treatments.

4. Result of Post-test in Control Class

The researcher also gave post-test in control class to know students' speaking ability after the treatment. It was administrated on May 16nd 2018. The score of post-test in control class are presented in Figure 4.



Based on Figure 4, it could be seen that from 30 students' there were got score 60 (30%), got score 62 (6.7%), got score 64 (10%), got score 68 (30%), got score 70 (20%), got score 72 (3.3%). It means that there were 46.7% of students' numbers did not passed criteria of minimum mastery (KKM) and 53.3% of students numbers passed criteria of minimum mastery (KKM).

Table 10
The Result of the Post-test in Control Class

| | |
|---------|--------|
| N | 30 |
| Maximum | 7.20 |
| Minimum | 6.00 |
| Mean | 6.5333 |

| | |
|--------------------|---------|
| Mode | 6.00 |
| Median | 6.8000 |
| Variance | 0.180 |
| Standard Deviation | 0.42453 |

Based on the Table, it could be seen that N of post-test in control class was 30, maximum score was 7.20, minimum score was 6.00, mean of post-test in control class is 6.5333, mode was 6.00, median was 6.8000, variance was 0.180, and standard deviation was 0.42453. It showed students' speaking ability after they got the treatments.

C. Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test. There were assumption that must be done before the researcher analyzed the data by using independent sample t-test. Analyzed means the categorizing, ordering, manipulating and summarizing of data speaking test. The purpose of analysis is to reduce data to be intelligible and interpretable so that the relation problem can be studied.

In scoring the test, the students were asked to perform conversation in groups about topic that they have got. In giving scores, the researcher followed rating scale developed by Harris. It showed five items that were important to be scored:

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

Therefore, in this research the score was based on these criteria. The difference between the two means is 0,294. To determine whether the difference statistically significant or merely a chance of occurrence, an appropriate statistical analysis has to be applied. The t-test recommended to determine the significant of the difference between two means.

1. Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normality distributed or not.

In this research, the researcher used statistical computation by using SPSS (*statistical Packing for the Social Science*) for normality.

The hypotheses formulas of the test were:

H_0 = the data have normal distribution

H_a = the data not have normal distribution

The criteria for acceptance or rejection of the hypothesis for normality test were:

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest | .334 | 60 | .000 | .656 | 60 | .000 |
| Posttest | .341 | 60 | .000 | .681 | 60 | .000 |

a. Lilliefors Significance Correction

2. Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from sample homogenous or not. The researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity.

The hypotheses for the homogeneity test were:

H_0 = the variance of the data are homogenous

H_a = the variance of the data are not homogenous

3. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. The researcher tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

H_a = there is a significant influence of using role play towards students' speaking ability at the eight grade of MTs Riyadhul Muhtadi'ien Way Lima Pesawaran in 2017/2018 academic year.

H_o = there is no significant influence of using role play towards students' speaking ability at the eight grade of MTs Riyadhul Muhtadi'ien Way Lima Pesawaran in 2017/2018 academic year.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were :

H_o is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

Based on the computation, it can be concluded that there was a significant influence of using role-play towards students' speaking ability of MTs Riyadhul Muhtadi'ien Way Lima Pesawaran in 2017/2018 academic year.

D. The Discussion

At the beginning of the research, the pretest of experimental class was administered on May 2th 2018 at 11.00 until 12.30. On the other hand, the pretest of control class was in the same day but in different time that was at 09.00 until 10.30. Then, the researcher did the treatment for both of classes. The treatment was administered from May 9th, 2018 until May 11th, 2018.

There are five components that tested in the students' speaking ability, including pronunciation, grammar, vocabulary, fluency and comprehension.

There is much increase from the students speaking ability after the treatments. It happened because through role-play technique, the students tried some speak that are appropriate for the using role-play they would make. In applying the treatment, the researcher always asked to the students to use English in their communication.

At the first meeting, the researcher as the teacher gave far the students about how to make dialogue about inviting someone with the role play technique. The students were asked about the kind of expressing of inviting someone. Then, the students were made in pair and the students make conversation about inviting someone and perform in front of class.

At the second meeting, the researcher as the teacher did same as the first meeting. The students made conversation about inviting someone to birthday party. Then, the students divided in pair and perform in front of class.

At the third meeting, the researcher asked the students to invite the teacher to watching movie tonight. The students tried to make short dialogue about invite the teacher to join watching movie tonight. Then, the students divided in pair and perform in front of class with the role play technique.

In applying the treatment, the researcher as the teacher always asked to the students to use English in their communication. The teacher and the

students never gave up to speaking English in the class. The students were more motivated English, especially in speaking and skill attention about the situation and condition in the class were conducive.

Based on the analysis of the data and the testing of hypothesis, the result of t-test hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that the treatment ability, so alternative hypothesis is accepted.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis and discussion, the researcher draws a major conclusion as follows: there is a significant influence of using role-play towards students' speaking ability. It is proved as the result of t-test where the t_{observed} is 6.12 and the t_{critical} is 6.49. In other words, t_{observed} is lower than t_{critical} ($t_{\text{observed}} < t_{\text{critical}}$). From the result, the researcher would like to conclude that from the research, it was known that role-play technique can motivate the students' in order to increase their students' speaking ability. So, the uses of role-play technique in teaching learning process can make the situation in the class more enjoyable. Therefore, this technique can motivate the students in order to increase their ability in speaking English, it is supported by the scores of the students' ability, in which they received higher scores after the researcher gives the treatment role-play technique.

In other words, role-play technique has a significant influence in students' speaking ability at the eight grade of MTs Riyadhul Muhtadi'ien Way Lima Pesawaran in 2017/2018 academic year.

B. Suggestion

By considering the conclusions above, the researcher proposes some suggestion as follow:

1. Suggestion to the students

- a. The students should learn and be more active in speaking English in order to develop their ability in speaking English.
- b. The students must practice the language they have learned with their environment event with their friends or teacher.
- c. The students should pay attention to the English teacher she/he explain the lesson.

2. Suggestion to the teacher

- a. Using role-play as an alternative technique of the teaching process is a good way to be applies at the eight grade of MTs Riyadhul Muftadi'ien Way Lima Pesawaran to improve their ability in speaking.
- b. The teacher should gives more chances to the students to be more active and let the students do several practice. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

3. Suggestion to the school

- a. The school should provide some more English books and speaking media such as cassettes, so they can increase their knowledge.

- b. They school should provide another facility for students to practice their English competency.



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